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ABSTRACT

This 2-year status report focuses on the implementation in Maine of the recommendations of two reports--the report of the Commissioner's Task Force to Study Secondary Vocational Education in Maine and Commissioner Eve Bither's response to the report. New initiatives, now being implemented at many sites throughout the state, are designed to enhance the learning opportunities of all Maine residents who can benefit from education for the world of work. Some of the new initiatives include the following: (1) a comprehensive and integrated program of education for the world of work (a new planning and evaluation process, cluster programing, secondary/postsecondary articulation, core preemployment competencies, integrated studies, competency-based curriculum, new standards of program quality, vocational guidance, and human resource development collaboration); (2) a comprehensive kindergarten-adult career information and exploration program (K-6 career awareness infusion program, middle-school career exploration program with individualized education plans, consumer and home economics education and technology education, a statewide school-to-work transition program, and adult career information and assessment); and (3) increased access to vocational, technical, and career education services. Highlights of the task force recommendations are included in this report. (KC)

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NEW INITIATIVES IN VOCATIONAL EDUCATION

A Progress Report on the Implementation of *Education for the World of Work in the State of Maine* and *Career and Occupational Education in Maine for the "Third American Century"*

March 24, 1989

John R. McKernan, Jr.
Governor

Maine Department of Educational & Cultural Services

Eve M. Bither
Commissioner

Bureau of Adult & Secondary Vocational Education

William H. Cassidy
Associate Commissioner

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Foreword

John R. McKernan, Jr.
Governor

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J. Gary Nichols
State Librarian

Paul E. Rivard
Director, Maine State Museum

Alden C. Wilson
Executive Director, Maine Arts Commission

Earle G. Shettleworth, Jr.
Director, Maine Historic Preservation Commission

It is my pleasure to present this two-year followup status report on the implementation of *EDUCATION FOR THE WORLD OF WORK IN THE STATE OF MAINE*, the Report of the Commissioner's Task Force to Study Secondary Vocational Education in Maine, and *CAREER & OCCUPATIONAL EDUCATION IN MAINE FOR THE "THIRD AMERICAN CENTURY,"* my report to the State Board of Education on the Task Force recommendations.

Together, these two reports offer extensive opportunities for the enhancement of occupational education and career preparation in the State of Maine.

We within the Department of Educational and Cultural Services are greatly indebted to those who gave of their time to create those visionary/futuristic documents. Also, we are most pleased by the enthusiasm shown by members of the vocational education community in pursuing many of the initiatives included within the two reports.

There are of course other issues which need to be addressed and other opportunities which need to be seized. But it is my sincere belief that the initiatives we are pursuing based on the task force recommendations will lay the ground work for an education for work system for the State of Maine that can truly meet the challenges of the 1990's and beyond.

Eve M. Bither
Commissioner

Preface

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This two-year status report on the recommendations of the Commissioner's Task Force to Study Secondary Vocational Education in Maine and on the progress of Commissioner Bither's plan for "Career & Occupational Education in Maine for the 'Third American Century'" overviews a number of exciting new initiatives. These new initiatives, being implemented at many sites throughout the state, are designed to enhance the learning opportunities of all Maine residents who can benefit from "Education for the World of Work."

As Chair of the Commissioner's Task Force and a member of the State Board of Education, I am particularly excited about the strong new linkages that are emerging between vocational education, technical education, adult education, employment training, business and industry, and the community at large. Such efforts are making a major contribution to the development of a well-educated and highly skilled workforce for Maine's future.

On behalf of the task force, I would like to applaud all those within the educational community who are spearheading these new initiatives, and to challenge them to continue their efforts to expand the educational, employment, and life options of the citizens of the State of Maine.

Michael W. Aube
Chair, Commissioner's Task Force

Education for the World of Work

The Report of the Commissioner's Task Force to Study Secondary Vocational Education in Maine— A Brief Overview

*[Adapted from **Maine State Plan for Vocational Education, PY 1989-1990**, pp. 133-138]*

On January 12, 1988, the Commissioner of the Department of Educational and Cultural Services, Eve M. Bither, made a presentation to the State Board of Education on *Career and Occupational Education in Maine for the "Third American Century."*

Based on a series of recommendations about "Education for the World of Work" made by a blue ribbon task force, the Commissioner's presentation identified major new priorities of the department and the Bureau of Adult and Secondary Vocational Education.

The January presentation to the State Board capped a two and a half year discussion within the Maine vocational education community about new directions for career and occupational education in the state. But it was barely eight months earlier, in April of 1987, when the State Board of Education unanimously endorsed a proposal from Commissioner Bither to appoint a "World of Work" task force—the *Commissioner's Task Force to Study Secondary Vocational Education in Maine.*

Charged with organizing a "broad-based review of secondary vocational education throughout the State," the Commissioner's Task Force set out to examine all aspects of the relationship between education and work in the State of Maine.

The task force was made up of individuals representing many different agencies and points of view, drawn from both the educational community and the private sector. Included among the activities organized as part of the study were public forums with vocational education leaders from around the country, an analysis of relevant literature, public hearings in several areas of the State, on-site visits, and interviews with practitioners, employers, students, and policy makers.

The basic purpose of the review, which played the role of a comprehensive needs assessment for the *1989-1990 Maine State Plan for Vocational Education*, was to develop recommendations concerning ways in which education at the secondary level can best prepare Maine youth for productive employment in the rapidly changing economy of the 1990's. A wide range of specific proposals were considered.

The final report of the task force—*A Report to the Commissioner: Education for the World of Work for the State of Maine—Initiatives and Recommendations*—was submitted to Commissioner Bither on December 28, 1987. Over 30 recommendations were included in the final report.

Task Force Recommendations

Highlights of Task Force Recommendations

Among the highlights of the secondary vocational task force report and of the Commissioner's report on *Career and Occupational Education in Maine for the "Third American Century"* were the following:

- **"The State Board of Education and the Department of Educational and Cultural Services should develop and promote a comprehensive and integrated program of Education for the World of Work."**

  Included among the features of such a program should be the following:

  —"Liberal arts, vocational, technology, consumer and home making, and business educators must all learn to work together within the framework of the Education for the World of Work program";

New Planning & Evaluation Process

  —"A new planning and evaluation process should be developed to ensure close and effective linkages between curriculum content and labor market needs";

Comprehensive Research and Planning Database

  —"A comprehensive research/database system should be developed to enhance the evaluation of existing education programs and provide sound information for future program development";

New Evaluation Criteria

  —"Vocational programs should be evaluated on their effectiveness, their employment/continued education/military placement rates, and their relevance to meeting the needs of students and of the local/State economy";

  —"The 'General' course of study, which leads neither to work nor to college, should be discontinued";

Cluster Programming

  —Vocational education must broaden its horizons, to include technical preparation and career preparation (including cluster programming and cooperative education) along with specific occupational preparation;

Secondary/Postsecondary Articulation

  —To implement a technical preparation course of study, formal articulation agreements should be worked out between secondary vocational institutions and postsecondary VTI's;

Core Preemployment Competencies

  —"Basic life/work/career skills—preemployment competencies—should be integrated into the minimum requirements of all courses of study at the elementary and secondary levels";

Task Force Recommendations

Integrated Studies

—"Basic reasoning, communication, and computation skill training should be integrated into all courses of study at the elementary and secondary levels"; new requirements for a second year of mathematics, science, and social studies can be satisfied through separate or integrated study offered as part of the vocational curriculum;

Competency-Based Curricula

—"Standard, competency-based core curricula should be developed at the state level for all vocational education courses of study and programs, and individual competency statements should be provided to all completers";

New Standards of Program Quality

—"The Department of Educational and Cultural Services will encourage the development of balanced vocational programs which enable students to acquire broad, transferable skills for employment and personal growth in conjunction with learning specific occupational skills"; both career preparation/cluster programming and specific occupational preparation should emphasize transferable skills, entry-portal occupations, career ladders, and occupational mobility;

Vocational Guidance in Centers and Regions

—"Vocational guidance and counseling services should be made available to vocational students at the centers and regions, complementing the services offered at the sending schools and including job readiness training and employment seeking and job retention skills";

—"Theoretical, practical, and experiential components" should be integrated into all courses of study, and courses of study should be individually tailored, "allowing each student to acquire the skills and knowledge required to satisfy their interests and career needs"; and,

Collaboration With Human Resource Development Agencies

—The vocational education community, at both the State and local levels, should develop broader and stronger collaborative relationships with the private sector and with other public agencies.

- **"A comprehensive, life-centered, kindergarten-adult, career information and exploration program should be developed, to empower every student to make informed, rational, and realistic choices from among the whole range of educational and employment, and life options."**

Among the features of such a program should be the following:

K-6 Career Awareness

—A K-6 career awareness infusion program;

Task Force Recommendations

Middle School Career Exploration/I.E.P.'s

—A middle school career exploration and planning program, culminating in the preparation of individual education and career plans for all students at the end of the eighth grade;

Consumer and Homemaking and Technology Education

—Consumer and homemaking education and technology education, required for all students in grades 7 and 8 and available in all grades, K-12.;

Statewide School-To-Work Transition and Dropout Prevention and Recovery Program

—A statewide school-to-work transition and dropout recovery program, which would extend the organizational benefits of specific occupational training programs to all students regardless of course of study;

Adult Career Information and Assessment

—Comprehensive career information, assessment, and planning programs for adult education.

- **Access to a comprehensive range of quality educational services, including vocational education, technical education, and career exploration and planning, must be assured for all citizens.** Specific steps to ensure increased access should include:

Expanded Pre-Service and In-Service Training Opportunities

—New approaches to pre-service and in-service teacher training should be developed to "combat the gender, social class, and occupational stereotyping that has such a profoundly limiting effect on the education of the majority of students" and to "increase the ability of teachers to provide an appropriate education for special needs students, attract and serve the needs of women students in nontraditional fields, keep abreast of rapidly changing technology in their fields, and deal with the need to remediate deficiencies in the basic skill preparation of many of their students"; in particular, "Pre-service and in-service opportunities for Maine's vocational educators should be expanded";

—"New measures of educational effectiveness should be developed, which recognize the fulfillment of individual educational and employment/goals and emphasize performance standards";

Systematic and Energetic Public Relations and Outreach Campaign

—"The Department of Educational and Cultural Services should organize a systematic and energetic public relations, marketing, and outreach campaign" to raise the awareness of "students, their parents/guardians, teachers, administrators, and the general public" of the value of occupational, technical, and career preparation courses of study;

Task Force Recommendations

—Comprehensive support services should be made available to all students with special needs, including:

Child Care

* Child care at both the postsecondary and secondary levels;

Developmental Studies

* Developmental labs in secondary regions and centers, modeled after the postsecondary developmental studies programs;

Vocational Assessment Centers

* Vocational and career assessment centers in every region of the State;

Diversified Occupations

* Diversified occupations programs at every secondary region and center, to meet the needs of students not able to complete specific occupational training programs; and,

* Individual transition teams to ensure that the unique and specific needs of each student are met;

—Common school calendars should be developed for each region of the State to minimize days lost due to scheduling conflicts;

—"The Department of Educational and Cultural Services, in collaboration with local educational agencies, the Welfare, Employment, Education, and Training program, the Job Training Partnership Act program, the Maine Department of Labor, and other agencies, will foster the increased use of Maine's vocational centers and regions," through summer programs, off-hour scheduling, and individual slots in day-time programs, on a seat-available basis; and,

Governance, Statutes, Facilities, Accessibility and Financing Review

—A review of the governance structure, statutes, facilities, physical accessibility, and financing of secondary vocational education should be undertaken to assure equal educational opportunities across the State.

New Vocational Initiatives

Implementation of the Recommendations of the Commissioner's Task Force to Study Secondary Vocational Education in Maine, January-December, 1988

In the twelve months since *Career and Occupational Education in Maine for the "Third American Century"* (COEMTAC) was presented to the State Board of Education, the Bureau of Adult and Secondary Vocational Education has taken steps to implement nearly every action recommendation included in the Commissioner's Task Force Report and her presentation.

Among the new vocational education initiatives of calendar 1988 were the following (grouped under the corresponding headings from the "Highlights of Task Force Recommendations"):

1. Comprehensive and Integrated Program of Education for the World of Work

New Planning and Evaluation Process:

Over the spring and summer of 1988, BASVE established a new unit within the Division of Program Services and Finance: an Office of Planning, Research, and Evaluation (OPRE). Staffed by a senior planner, a grant management specialist, and secretary, the new unit has been charged with the development of a new, systematic and rationalized program planning, grant management, and evaluation process for vocational education in the State of Maine.

Among the elements of the new process will be: a 1991-1992 state plan based on an objective, labor-market-driven needs assessment; new proposal guidelines requiring measurable objectives and quarterly reports; annual performance reports and evaluations keyed to the objective needs assessments and the measurable objectives; and a rigorous followup system.

Comprehensive Research and Planning Database:

As a first step in the development of the new planning and grant management process, the OPRE staff, in cooperation with other BASVE staff members, are developing an integrated, master database on Maine vocational education programs, projects, and providers. Two key files have already been developed, covering all Maine projects funded through the Carl D. Perkins Act over the last four years and all vocational programs offered at the secondary level in the State.

Both IBM/dBase and Macintosh/FoxBase versions are being developed; a Hypercard edition (Macintosh) is under consideration.

New Vocational Initiatives

New Evaluation Criteria:

Beginning with the 1990 program year, all Perkins-funded projects will be required to submit an annual project report and self-evaluation at the conclusion of the program year.

For PY 1989, $10,000 has been set aside for a third-party evaluation of at least 20% of the eligible recipients of Perkins funds during the year. The Division of Program Services and Finance expects to sign a contract for the third-party evaluation early in February.

Cluster Programming:

Cluster programs in vocational education introduce students to the skills and knowledge common to a broad cluster of occupations.

With an emphasis on transferable skills, cluster programs are typically offered in the junior year and can be configured in two ways: as the first, introductory year of a two-year program which concludes with occupationally-specific skill training; or, as a component of a non-specific career preparation course of study, perhaps including cooperative education, technology education, or school-to-work transition programming in the senior year.

In Maine, two vocational program areas have traditionally been addressed with a form of cluster programming: Marketing and Distribution (Classification of Instructional Programs code 08.0000)—12 programs—and Health Occupations (CIP code 17.0000)—16 programs. In addition, Caribou Regional Vocational Center offers a Construction Trades cluster program (CIP code 46.0000).

In the spring of 1987, BASVE issued a request-for-proposals to the secondary regions and centers to foster the creation of additional cluster programs covering either Construction Trades or Mechanics and Repairers (CIP Code 47.0000).

Region 10 Mechanical Cluster Program

One project has been funded to date, to establish a mechanical cluster program at Maine Vocational Region 10 in Brunswick. The Region 10 project is currently in its second year of operation.

Region 2 Construction Trades Cluster Program

BASVE has also committed funds to Maine Vocational Region 2 in Houlton (Southern Aroostook Vocational Education) to develop a new construction trades cluster program.

New Vocational Initiatives

Secondary/Postsecondary Articulation:

Secondary/postsecondary articulation programs—typically defined as a "Tech Prep" course of study—are designed to integrate vocational study at the secondary level and technical training at the postsecondary level into a coherent "2+1," "1+2," "1+1," or "2+2" program.

In the field of health occupations education, Maine's vocational regions and centers and VTI's developed a nationally-reconized model articulation program fully a decade ago, linking Certified Nursing Assisting (CNA) vocational training at the secondary level to Licensed Practical Nursing (LPN) technical training at the postsecondary level to Advanced Degree Nursing (ADN) professional nursing education.

In addition, two programs are currently offered—one at Lewiston RVC and one at Waterville RVC—that are primarily intended to prepare secondary school students for technical training in electronics technology at the postsecondary level. No formal arrangement exists at this time between LRVC and CMVTI or between WRVC and KVVTI, but negotiations are underway to establish formal links in each case.

Biddeford RVC/SMVTI Articulation Pilot Project

A new Tech Prep pilot project in machine tool technology has been established by SMVTI and Biddeford RVC, and another articulation agreement has been reached between Caribou RVC and NMVTI.

MAVEA/MVTIS Articulation Conference, March 1-2, 1989

In addition, a two-day dialogue between secondary vocational directors and VTI directors was held on March 1 and 2, 1989, to set the stage for regional and system-wide articulation arrangements. Regional followup meetings have already taken place in each of the six vocational planning regions which include a VTI. A proposal for a formal articulation agreement should be presented to the Maine State Board of Education and the Board of Trustees of the Maine VTI System by mid-summer.

Core Preemployment Competencies:

In February of this year, Governor McKernan signed an executive order establishing the Commission on Maine's Common Core of Learning. The commission will be charged with identifying the "knowledge, skills, and attitudes that all Maine high school graduates should have." A major concern underlying the formation of the commission is the need to equip Maine workers with the knowledge, skills, and attitudes necessary to compete in the rapidly changing and increasingly technology-driven international economy of the 1990's and beyond.

New Vocational Initiatives

Based on the task force recommendation and recent research by Anthony Carnavale for the American Society for Training and Development and the U.S. Department of Labor, BASVE is currently preparing a proposal for consideration by the commission to include preemployment competencies and workplace basic skills within the Common Core of Learning.

Integrated Studies:

The integration of academic studies into vocational education courses offers a means for students to meet new State and local academic graduation requirements while at the same time completing a full, two-year program of occupationally-specific skill training.

Integrated Studies Pilot Projects at Portland RVC and Biddeford RVC

An integrated studies research project at Portland RVC, currently in its second year of funding, is designed to identify and validate academic skills and competencies embedded in the curricula of the 21 different vocational programs offered at the center. Based on this documentation of academic content, recommendations have been made to award academic credit for PRVC vocational courses that develop specified competencies in the areas of mathematics, social studies, science, or fine arts.

In addition, Biddeford RVC has received a grant to infuse math and computer programming skills into the machine tool program which is being articulated with the postsecondary program at SMVTI.

Competency-Based Curricula:

The DACUM Process and Technical Committees

BASVE plans to convert all vocational programs in the State to competency-based curricula by 1993, using the DACUM (**D**eveloping **A** **CU**rriculu**M**) process. Following the DACUM protocols, ad hoc task forces for each occupational skill training program will be called together to carry out an occupational task analysis and a skill inventory. The DACUM products in turn will be used as the foundation for competency-based curriculum development efforts.

Established by the State Board of Education, in consultation with the Maine Council on Vocational Education, and made up of representatives of employers, professional or trade associations, and labor unions involved in the occupations corresponding to each program area, the DACUM committees constitute the "technical committees" called for in Section 111(d) of the Carl D. Perkins Act.

New Vocational Initiatives

To date, DACUM committees have already completed their work in six areas: **General Office Clerk** (CIP 07.0705); **Logging** (Forestry/Wood Harvesting) (03.0405); **Automotive Mechanics** (47.0604);**Welding, Brazing and Soldering** (CIP 48.0508) and **Metal Fabrication** (CIP 48.0504); **Machine Tool Operation/Machine Shop** (CIP 48.0503); and **Drafting, General** (CIP 48.0101);

In addition to those six, the following DACUM's have been scheduled:

Phase I (Spring, 1989):

Carpentry (CIP 46.0201);
Auto Body Repair (CIP 47.0603);
Child Care Aide/Assisting (CIP 20.0202);
Food Service (CIP 20.0406); and,
Retailing (CIP 08.0705).

Phase II (1989-1990):

Electrician (CIP 46.0302);
Small Engine Repair (CIP 47.0606);
Sheet Metal (CIP 48.0506);
Graphic and Printing Communications, General (CIP 48.0201);
Communications Electronics (CIP 47.0103);
Agricultural Production, General (CIP 01.0301);
Business Data Entry Equipment Operation (Computer Information Processing) (CIP 07.0303); and,
Ward Clerk (CIP 17.0513).

Phase III (1990-1991):

Home Health Aide (CIP 17.0404) [not currently offered in Maine];
Diesel Mechanics (CIP 47.0605) [not currently offered in Maine];
Plumbing (CIP 46.0503);
Commercial Fishing Operation (Marine Trades) (CIP 49.0303);
Brick, Block, and Stonemasonry (Masonry) (CIP 46.0102);
Heating, Air Conditioning, and Refrigeration (CIP 47.0201);
Construction Equipment Operation (CIP 49.0202); and,
Tourism (Hospitality) (CIP 08.1104).

Of the nearly 40 different occupationally-specific skill training programs currently offered at the secondary level in Maine, only about a dozen have yet to be scheduled for a DACUM analysis:

New Vocational Initiatives

Agricultural Mechanics, General (CIP 01.0201);
Horticulture, General (CIP 01.0601);
Conservation (CIP 03.0202);
Accounting and Computing (Business Administration) (CIP 07.0102);
Teller (CIP 07.0205);
Secretarial and Related Programs, General (CIP 07.0601);
Nursing Assisting (CIP 17.0602);
Building Maintenance (CIP 46.0401);
Heavy Equipment Maintenance and Repair (CIP 47.0302);
Commercial Art (CIP 48.0203);
Truck and Bus Driving (CIP 49.0205);
Marine Maintenance (CIP 49.0306); and,
Sailors and Deckhands (CIP 49.0308).

As soon as additional financial and staff resources can be mobilized, BASVE hopes to proceed with scheduling DACUM's for these remaining programs, and to complete the conversion of the entire occupational education program roster to competency-based curricula within the next five years.

Vocational Curriculum Resource Center of Maine (VCRCOM)

The other major BASVE initiative in the area of curriculum development involves the Vocational Curriculum Resource Center of Maine housed at Kennebec Valley VTI. Affiliated with the Northeast Curriculum Coordination Center (NCCC) and the National Network for Curriculum Coordination in Vocational-Technical Education (NNCRVTE), VCRCOM represents a statewide instructional improvement program for vocational and technology education. The center maintains a comprehensive repository of state-of-the-art curriculum materials, covering all primary vocational program areas, and provides a wide range of technical assistance services to vocational educators, counselors, and administrators.

MEVOCNET

At the present time, VCRCOM is spearheading the development of a statewide electronic network called MEVOCNET (Maine Vocational Network). Using the the Maine Computer Consortium network (MELINK), MEVOCNET will link the center and all secondary vocational regions and centers, BASVE, and the Maine VTI System.

An important step toward a universal educational network that would link every educational facility in the State, MEVOCNET will expedite many different dimensions of vocational program planning, development, and administration in Maine, by facilitating instantaneous electronic exchange of all types of information throughout the vocational community.

New Vocational Initiatives

New Standards of Program Quality:

Standard Criteria for Maine Secondary Vocational Programs

Revised *Standard Criteria for Maine Secondary Vocational Programs* were approved in January, 1989, following review in compliance with the Administrative Procedures Act (APA). Developed under the authorization of MRSA Title 20A, Chapter 313, Section 8306, which grants to the State Board of Education broad authority to approve or disapprove of vocational education programs, the *Standard Criteria* document "sets forth the standards and procedures which govern vocational instruction at the secondary level in the State of Maine."

New standards of program quality are included in the document covering a number of program areas, including: agricultural education, allied health occupations, business education, child care, computer information processing, food service occupations, marketing, trade and industrial education, diversified occupations, cooperative education, technology education, and consumer and home economics education.

Vocational Guidance in Centers and Regions:

Student Support Services Counselors

To meet the need identified in *COEMTAC* for supplementary vocational guidance and counseling services at the regions and centers, BASVE is awarding career guidance and counseling grants to support student support services counselors at four vocational facilities. Three grants have already been made—to Vocational Region 7 (Waldo County), Vocational Region 8 (Knox County), and Boggy Brook RVC (Ellsworth). The fourth award will be made later this year.

Collaboration With Other HRD Agencies:

BASVE Commitments to the MHRDC Process

Since the spring of 1987, collaboration between vocational education, employment and training, economic development, and other human resource development agencies has been channeled through the Maine Human Resource Development Council (MHRDC) and formalized in the *Governor's HRD Plan*. In common with other DECS units, BASVE has been assigned a variety of lead and supporting roles in the MHRDC process. For the current program year, BASVE has committed over $1,250,000 in support of the six goals of the 1988-89 HRD Plan.

RETI Team Involvement

In addition, the Associate Commissioner of the bureau, William H. Cassidy, serves as an active member of the "RETI Team" (Rapid Employment and Training Initiative), set up to respond to plant openings or closings and other sudden economic dislocations.

New Vocational Initiatives

2. Comprehensive K-Adult Career Information and Exploration Program

K-6 Career Awareness Infusion Program:

Comprehensive Career Awareness Program (CCAP) Guide

In cooperation with the Maine Career Education Consortium (MCEC), the Maine Occupational Information Coordinating Committee (MOICC), the consultant for guidance services within the DECS Division of Curriculum, and the former BASVE career guidance consultant, BASVE has funded VCRCOM and KVVTI to develop a *Comprehensive Career Awareness Program* (CCAP) guide to serve all learners, K-Adult. All educational and HRD agencies will be offered CCAP implementation training when the guide is completed (spring, 1989).

Middle-School Career Exploration Program With I.E.P.'s:

PREP (Planning to Realize Educational Potential)

In collaboration with MCEC, MOICC, and the Department of Labor, BASVE has developed and is in the process of implementing in middle schools across the State the *Planning to Realize Educational Potential* project—PREP.

PREP is a curriculum designed to assist 8th grade students with developing an individual educational program plan. The PREP curriculum emphasizes the need for each student to relate their educational choices to their career aspirations and postgraduate educational and employment plans, however tentative.

BASVE first raised the idea of developing individual educational/career plans for every 8th grader in the *New Directions* document in 1985. At the time, the concept was viewed by many as a controversial idea, but PREP training has already been enthusiastically received by teachers, counselors, and principals from nearly 100 junior high and middle schools in all parts of the State. By the end of the three-year PREP project cycle, the PREP curriculum should be available to every eighth grader in Maine.

Consumer and Home Economics and Technology Education:

From Industrial Arts to Technology Education

Following a protracted discussion stretching back over a number of years, in which BASVE representatives played a leading role, the industrial arts program in Maine has joined the national move to Technology Education. In March, 1988, what is now the Technology Education Association of Maine (TEAM) ratified the change from IA to TE.

New Vocational Initiatives

This redefinition is reflected in the newly adopted "Minimum Standards for Technology Education" released by BASVE in January of 1989, and will be reflected in revised curricula in schools throughout the State.

BASVE has committed almost $50,000 over two years to facilitate the curriculum revision process, in collaboration with TEAM and the Department of Technology at the University of Southern Maine. New "content organizers" are being developed by Cape Elizabeth technology educators for dissemination in the spring of 1989. Scarborough technology educators are developing a model interdisciplinary technology education curriculum, with integrated academic studies.

In addition, BASVE recently sponsored a Technology Education Academy, featuring State, national, and international leaders in the field.

Consumer and Home Economics Middle School Programming

Paralleling increased interest at the national level in consumer and home economics education at the middle school level, the home economics community in Maine has begun to place new emphasis on middle school programming.

To adress this move toward a middle school concept, home economics teachers will participate in a two-week workshop during the summer of 1989, to develop a middle school/junior high home economics curriculum guide. The guide will focus on understanding the pre-adolescent, on the importance of providing a broad home economics program with a wide variety of experiences, including career exploration, and on ideas for interdisciplinary teaching strategies.

Statewide School-To-Work Transition Program:

Jobs for Maine's Graduates

Working under the auspices of the MHRDC, at the head of a four-member consortium of cabinet departments, BASVE played a lead role in 1988 in the development and implementation of a statewide school-to-work transition program (STWTP) which precisely corresponds to the recommendation of the Commissioner's Task Force.

Patterned after the national Jobs for America's Graduates (JAG) program and affiliated with the 15-State national JAG network, the new school-to-work transition program—Jobs for Maine's Graduates (JMG)—is being operated during the current program year at four sites funded jointly by BASVE and the Department of Labor's Bureau of Employment and Training Programs (BETP) and at a fifth, affiliate site supported with local funds.

New Vocational Initiatives

Each of the five projects represents a collaborative effort on the part of a secondary vocational region or center, a JTPA service provider, and an area coordinating committee on transition services to the handicapped. At least one is located in each of the three JTPA Service Delivery Areas in the State.

Up to thirty students will be enrolled at each site. Each project will provide a common core of transition services, keyed to State and national program standards, including: vocational assessment and career counseling; preemployment competency training and basic skills training; motivational career clubs—chapters of the Maine Career Association—modeled after vocational youth organizations; individualized job development, job search assistance, job placement, and job maintenance services; and systematic followup for at least 18 months after graduation.

The basic goal of the program is to assist at-risk students to complete high school and make a successful entry into the world of work—this is, to secure and maintain appropriate employment (either competitive, supported, or sheltered) in an occupation which offers reasonable wages and fringe benefits, decent working conditions, and realistic prospects for personal growth and career advancement.

With a mandate from the MHRDC and the support of Governor McKernan, who has just been appointed to the national JAG Board of Directors, DECS hopes to begin a gradual expansion of the JMG program during PY 1990, in collaboration with the JTPA community, building toward a comprehensive dropout prevention, dropout recovery, and transition-to-work program available to every at-risk student and dropout in the State.

Adult Career Information and Assessment:

BASVE has committed almost $100,000 over two years to improve career guidance and counseling opportunities for adults.

Six separate grant awards to local adult and community education programs were made during the first half of PY 1989—among others, to establish an career resource center for adult vocational students in SAD 44, to provide career seminars for disadvantaged adults through Waterville RVC, to offer a career exploration and aspirations program for adults in SAD 1, to develop a regional adult career counseling program for SAD 54, and to pilot test an approach to developing individual education and career plans for adults in SAD 29.

New Vocational Initiatives

3. Increased Access to Quality Vocational, Technical, and Career Education Services

Expanded Pre-Service and In-Service Opportunities:

From Craftsperson to Teacher

Each year, Maine commits 10% of its Carl D. Perkins Act allotment to vocational staff development, primarily pre-service and in-service programs for vocational and technical educators. Simultaneously with the release of the Commissioner's Task Force report, in December of 1987, BASVE published *From Craftsperson to Teacher: A Planning Document for a Vocational Teacher Development System in Maine.*

Written by Gordon A. Donaldson, Jr. and James Rog of the UM College of Education, the document was intended, in its own words, "to stimulate the development of a statewide system to support the improvement of teaching in the secondary vocational schools of Maine."

"While productive services already exist for this purpose," Donaldson and Rog add, "this report intentionally applies a fresh perspective to the challenges of vocational teacher improvement. In doing so, it aspires to galvanize thinking and planning in the state that will eventually improve the educational experience of Maine's secondary vocational students."

Mindful of "the unique conditions of the vocational lab as a place for adolescents to learn," the report sets forth nine major suggestions for a teacher development system to ensure that highly competent teachers staff every Maine vocational and technical facility. As the report notes, newly adopted certification and school improvement requirements in the State lend added strong support for the development of a new teacher development system for Maine vocational education.

BASVE is currently working with the University and representatives of educational professional associations on a three-year program of workshops, seminars, and other activities to implement the *From Craftsperson to Teacher* recommendations.

Systematic Public Relations and Outreach Campaign:

Vocational Public Relations Handbook

BASVE has sponsored two major initiatives to date toward the development of a systematic vocational public relations program. First, a comprehensive vocational public relations manual was developed with VCRCOM assistance. The manual was published in January, 1989 and is being distributed to vocational educators throughout the State.

New Vocational Initiatives

Occupational Education Opportunities Mobile Unit

Second, Boggy Brook RVC was awarded a grant for the development of an "Occupational Education Opportunities" mobile unit—a 45-foot trailer which will travel throughout the State informing prospective students, parents, labor, business and industry representatives, and the general public about the career and occupational educational opportunities available through Maine's vocational education delivery system.

Developed in collaboration with the Maine Association of Vocational Education Administrators (MAVEA), the van will be outfitted with a dramatic multi-media display featuring photographs, videotapes, and other exhibits, which cover all seven primary vocational program areas.

The theme of the exhibit is emblazoned on the side of the trailer: "Vocational Education...Why Leave High School Without It?"

High Tech Awareness Fair

In addition to these major public relations and outreach initiatives, BASVE collaborated with the Maine VTI System and the manufacturing industries of Maine in supporting the first annual High Tech Awareness Fair, held on May 23, 1988, at the Sukee Arena in Winslow.

Child Care:

Secondary, Postsecondary, and Adult Child Care Services

BASVE has committed over $270,000 over two years from the Carl D. Perkins Act set-aside for single parents and homemakers to support child care for students enrolled in vocational education. The bureau's long-standing support for child care centers and services at the postsecondary VTI's has now been matched by support for child care services for secondary and adult vocational students.

At the secondary level, the availability of child care services for teen parents can play an important role in decreasing the dropout rate. At the adult level, the availability of child care should significantly increase access to vocational education for homemakers, particularly single parents.

BASVE has constituted a special task force representing all three bureau divisions to assess the overall role of child care within vocational education and to develop new strategies for meeting that need.

In addition, BASVE has awarded over $11,000 in PY 1989 Carl D. Perkins Act Program Improvement funds as the third year of support for a new Child Care Aide/Assisting program at Waterville Regional Vocational Center.

New Vocational Initiatives

Secondary Developmental Studies Programs

Developmental Studies:

BASVE has a long-standing commitment to support of developmental studies programs and laboratories at the postsecondary level, through the Maine Vocational Technical Institute System. But until this year, handicapped and disadvantaged set-aside funds at the secondary level have been primarily devoted to in-class tutoring and counseling services.

Maine Vocational Region 4 in Bangor (Southern Penobscot County) does host a highly successful Comprehensive Competencies Program (CCP) learning center, but the Region 4 center is supported with JTPA funds and operated by the Training Development Corporation (TDC).

Beginning with the current program year, BASVE has begun awarding supplementary grants to secondary vocational regions and centers, in excess of the base awards determined by the Perkins Act funding formula, to establish developmental studies programs and centers at the secondary level.

Six grants have been announced for PY 1988-89, totalling nearly $100,000, to the following facilities: Biddeford Regional Vocational Center; Boggy Brook Regional Vocational Center (Ellsworth); Maine Vocational Region 3 (Northern Penobscot) in Lincoln; Maine Vocational Region 11 (Southern Oxford) in Norway; MSAD 71 in Kennebunk (satellite of Biddeford RVC); and Greenville High School (satellite of Dexter Regional Vocational Center).

Vocational Assessment Centers:

The *1989-1990 Maine State Plan for Vocational Education* commits over $22,000 each year in Carl Perkins Act Career Guidance and Counseling funds to support vocational assessment centers at secondary vocational facilities.

One center has already been established, at Waterville RVC, which actually provides vocational assessment services (using the APTICOM system) to students at three different facilities: Capitol Area RVC (Augusta) and Skowhegan RVC, as well as Waterville. In addition, the newly-opened Lewiston Alternative Vocational School (a subsidiary of Lewiston RVC) incorporates a comprehensive and state-of-the-art vocational evaluation and assessment center which serves at-risk students from throughout the Lewiston-Auburn area.

New Vocational Initiatives

Diversified Occupations:

Diversified Occupations programs are currently available at 16 of the 28 secondary vocational facilities in the State, serving as a point of entry into vocational education for mildly handicapped students who will later be mainstreamed into regular skill training programs and also offering individualized training programs for moderately or severely handicapped students planning to enter a supported work environment.

BASVE is exploring ways to encourage the development of additional DO programs, although no new programs are currently under consideration.

Accessibility

A statewide review of vocational accessibility is being launched as part of a comprehensive review of civil rights "Methods of Administration" (MOA) within DECS. Three regional vocational centers (Biddeford, Dexter, and Waterville) and one vocational technical institute are being reviewed during the first round of on-site visits in February, March, and April of 1989.

In the meantime, a $25,000 grant of special education funds has been awarded to Portland Regional Vocational Center, to increase its physical accessibility.

Governance and Financing Review

In June of 1989, Associate Commissioner Cassidy will convene a working group to carry out a systematic review of Maine vocational legislation, governance, and financing.

The format and procedures that will structure this review are being developed at the present time, in consultation with legal staff assigned to the department by the State Attorney General's Office.

In addition, an electronic survey of the national vocational education community is being conducted (via ADVOCNET) to inform the working group about ways in which other states address the governance and financing of secondary vocational education. A search of the relevant vocational literature has already been carried out, using ERIC and other resources available through the Maine State Library and the Vocational Curriculum Resource Center of Maine.

Colophon

Draft—For Discussion Only. March 24, 1989. Chris Lyons, Bureau of Adult and Secondary Vocational Education.

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